DOCUMENT RESUME

ED 328 721 CE 056 890

TITLE Assessment as a Component in the Volunteer Process: An Analysis of the Use of a Skills/Interest Inventory in the Assessment of RSVP Volunteers. Annual RSVP Evaluation Report.

INSTITUTION Greater St. Cloud Retired Senior Volunteer Program, MN.

PUB DATE Dec 90

NOTE 32p.; For a related report, see ED 316 668.

PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Community Resources; Community Services; *Evaluation Methods; Human Services; *Interest Inventories; *Older Adults; *Personnel Selection; Placement; *Skills; *Volunteers

ABSTRACT

Analysis of the total framework of relationships between the St. Cloud (Minnesota) Retired Senior Volunteer Program (RSVP) staff and senior volunteers revealed that six components were involved in this organized effort: (1) recruitment and enrollment; (2) assessment and matching; (3) placement and supervision; (4) orientation and training; (5) motivation, recognition, and reward; and (6) follow-up and evaluation. An annual evaluation focused upon the use of a 76-item Skill/Interest Inventory to supplement the personal interview in the process of assessment and matching. A total of 128 senior volunteers provided skills/interest information; 111 females and 17 males identified 871 specific skills. Predominant skills and interests were revealed in 10 broad areas, with clerical, personal caring, communications, food service work, entertainment, and arts and crafts heading the list. Short-term volunteer work assignments were preferred by 78 percent of the respondents. Senior female volunteer interests ranged from 60 to 97 percent over the entire list of skill areas, whereas senior males expressed interests in fix-it skills, criminal justice work, and communications. The majority indicated no preference with whom they worked, but volunteers with a preference were interested in working with adults, particularly with seniors. (Eleven annotated references and the survey instrument are appended.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED328721

ASSESSMENT AS A COMPONENT IN THE VOLUNTEER PROCESS: AN ANALYSIS OF THE USE OF A SKILLS/INTEREST INVENTORY IN THE ASSESSMENT OF RSVP VOLUNTEERS

Annual RSVP Evaluation Report
Greater St. Cloud RSVP
December 1990

CE056890

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S Romanish

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

ACKNOWLEDGEMENTS

Thank you to the following for their participation in and contributions to this year's Program Evaluation.

RSVP Advisory Council Evaluation Committee Members:

Dr. Willis Dugan, Chair
Jean Januschka Ebnet
Dr. Beverly Stadum
Evelyn Durkee

RSVP Staff Members:

Silvia Romanish and Susan Schubert

...and all RSVP volunteers who completed the Skills/Interest Inventory.

Wally Lymburn

Wally Lymburn
Advisory Council Chairperson
Date: Dec 13, 1990

ABSTRACT

RSVP Advisory Council Evaluation Committee, Willis E. Dugan (Chair), Evelyn Durkee, Jean Januschka Ebnet, Beverly Stadum, Sue Schubert and Silvia Romanish (RSVP Director) "Assessment as a Component in the Volunteer Process: An Analysis of the Use of a Skills/ Interest Inventory in the Assessment of RSVP Volunteers" Annual RSVP Evaluation Report, Greater St. Cloud Area RSVP, City Hall, St. Cloud, Minnesota, 56301, December, 1990.

Analysis of the total framework of relationships between the RSVP staff and senior volunteer persons revealed that six components are involved in this organized effort. Attention to all six components is vital to successfully serving senior volunteers and involving them in meeting human needs in various community agencies.

The six components involved in this working relationship are:

1. Recruitment and Enrollment
2. Assessment and Matching
3. Placement and Supervision
4. Orientation and Training
5. Motivation, Recognition and Reward
6. Follow-up and Evaluation

This evaluation study focused attention upon the use of a seventy-six item Skills/Interest inventory as a supplement to the personal interview in the process of assessment and matching. Assessment of available time, talent, interests and specific skills is an essential step in the process of matching and placing senior volunteers at appropriate volunteer sites. If assessment of competencies is wrong or matching is incompatible with work-station expectations - then the volunteer assignment will probably fail. The 1989 RSVP Evaluation Report on the impact of volunteer experience upon volunteer's life adjustments and attitudes revealed that 96% responded favorably to their assignment.

A total of 128 senior volunteers provided Skills/Interest information for this preliminary study. A total of 871 specific skills were identified for the sample of 111 females and 17 males. Predominant skills and interests were revealed in ten broad areas clerical, personal caring, communications, food service work, entertainment, and arts and crafts heading the list. Short-term volunteer work assignments were preferred by 78% of the respondents. Senior female volunteer interests ranged from 60% to 97% over the entire list of skill areas, while senior males expressed interests in areas of (a) fix-it skills, (b) criminal justice work, and (c) communications. The majority of respondents indicated no preference with whom they worked; but among volunteers who did have a preference - their interest was working with adults, particularly with seniors as peers.

The framework of six components in the RSVP staff-volunteer relationship has implications for leaders of other volunteer agencies in helping senior persons move into successful and satisfying volunteer experiences. Also, each of the component areas constitutes a fruitful focus for research in staff evaluations of their program.

INTRODUCTION

In analyzing the structure of the St. Cloud Retired Senior Volunteer Program, it is evident that there are six components involved in this organized effort. Attention to all six components is vital to successfully serving senior volunteers and involving them in meeting the needs of their communities.

The six components, as identified by the RSVP Advisory Council Evaluation Committee, are as follows:

I. Recruitment and Enrollment
II. Assessment and Matching
III. Placement and Supervison
IV. Orientation and Training
V. Motivation, Recognition and Reward
VI. Follow-up and Evaluation

While each component is identified separately, they all interact and are an on-going part of the process.

This annual evaluation report will focus on Component II and will analyze one specific step in the process of assessing volunteers and matching them with appropriate Volunteer Stations in the Greater St. Cloud area. The specific step chosen for analysis relates to the use and value of a Skills/Interest Inventory. Assessment of interests, skills and past work experience is as significant for effectively placing volunteers as it is in hiring workers for specific jobs in private employment. Indeed, identification of aptitudes, personal needs and time available is an important component of the program.

Before attention is devoted to Component II, Assessment and Matching, it may be helpful to give a brief description of each component.

Characteristic Features of the Components

Each step in the process of volunteerism--from enrollment to delivery of a helping hand (person) at a community agency--holds special significance for the success of the assignment.

If the assessment of competencies is wrong, or if the matching is incompatible with Volunteer Station expectations, or if orientation to the site is sketchy, and motivation to produce lacking--then the volunteer assignment will probably fail.

The 1989 RSVP Evaluation Report revealed that 96% of the Greater St. Cloud RSVP respondents in that study reported that they were satisfied with their volunteer assignment. More than eight out of ten also reported an increase in feelings of self-worth and in their number of friends.

Experiences of the staff administering and supervising the process of RSVP volunteering have revealed the following issues and guidelines associated with each component:

I. Recruitment and Enrollment

-Recruitment takes many forms.
-Direct requests through the media offer an alert to needs.
-Personal talks to civic groups, service clubs, etc., are often conducted.
-"Walk-in" volunteers may occurr as a result of advertising.
-Community agencies are visible and reveal need for help.
-Hospitals, schools, libraries, food and clothing shelves provide information about needs.
-Invitations and requests from friends to help a cause or meet an agency need are helpful in recruiting.
-Potential volunteers may often be shy or reluctant to take the first step.
-Volunteers need to know what job expectations are; what time is required; how they can get there; how long it will last; and what skills are needed to do the job.

II. Assessment and Matching

-Personal interviews are a most valuable tool and technique in getting to know the volunteer and possibly uncovering unique talents and skills.
-Skills/Interest Inventory provides a base of information.
-Volunteers need: an opportunity to express feelings and needs; an opportunity to reveal interests and skills to be used; a chance to explore options that are open; more awareness of specific community agency needs; a chance to visit possible Volunteer Stations to observe.

III. Placement and Supervision

-Relationships with agencies are developed to establish needs and get acquainted with the site.
-Lists of needs for volunteer help at Volunteer Stations are maintained.
-Volunteers are offered the opportunity to visit and observe potential volunteer settings.
-Information meetings are held for groups of volunteers interested in a specific assignment.
-Try-outs or trial placements are provided.
-Volunteer Station supervision is clearly defined.
-Time sheet procedures are explained.
-Time limits, hours availabe, etc., are clarified.
-Transportation arrangements are determined.
-Job expectations and any special rules are clearly defined.

IV. Orientation and Training

-New volunteers, just as new employees, need orientation to the new job setting--its hours, role, special rules, job expectations, supervision provided, break periods, agency policies to be observed, etc.

-New volunteers need support, instruction and training in what may be new duties or requirements.
-New volunteers may feel inadequate at beginning--feel lost--and need encouragement to feel at home in the new setting.
-Volunteers, new and old, benefit from in-services and other training opportunities.

V. Motivation, Recognition and Reward

-This is a self-explanatory necessity for all volunteers.
-A timely "thank you", a pat on the back and recognition for a job well done are important in keeping a volunteer motivated and satisfied.
-A feature story in a newsletter, birthday cards, etc. are other recognition possibilities.
-Inclusion in agency activities, appropriate meetings and social events, etc. are all forms of recognition.

VI. Follow-up and Evaluation

-Many volunteers persist on an assignment for years.
-First month and first six months follow-up are important.
-Not all assignments are successful--re-assignment may be necessary for full use of skills and interests.
-Follow-up is necessary to evaluate accuracy in matching and adequacy of supervision provided.
-Job evaluation is important in giving and getting feedback.
-Follow-up calls to those identified as inactive may get volunteers re-involved.

BEST COPY AVAILABLE

METHODOLOGY

Members of the 1990 St. Cloud Area RSVP Evaluation Committee met for the first time on August 16, 1990. A discussion of the role and mission of the committee took place. The decision was made to table this discussion on these issues until sometime following the completion of the required evaluation. The time constraints of the project were outlined, and previous evaluations reviewed.

RSVP staff indicated at the meeting that they had initiated a survey of its volunteers in an effort to obtain a broad data base to more effectively and efficiently serve those volunteers. The Skills/Interest Inventory was instituted as a technique coupled with the personal interview to assist in the assessment and matching process. This seventy-six item inventory covers eight main categories of activities in which recruits might express their preferences for voluntary service and placement. Additional questionnaire items elicit (a) identification of previous occupation; (b) preference for a specific location; (c) availability for short-term or long-term assignment; and (d) age group preference. (See Appendix A)

These volunteer surveys, Skills/Interest Inventories, were included in the summer RSVP newsletter mailings for SENIOR SHARING. (See Appendix B) Volunteers were asked to complete the survey and return it if they were interested in additional volunteer assignments through RSVP. New enrollees have also been asked to complete the Inventory as a part of the enrollment process. Members of the committee felt this Inventory could result in valuable information and the decision was made to work with it in evaluating the program this year. The decision was also made at this time to once again include the Skills/Interest Inventory in the next newsletter mailing. A second opportunity, it was felt, might elicit additional responses. (See Appendix C).

The second meeting of the committee was held on September 25, 1990. 100 Skills/Interest Inventories had been returned by this time. It was apparent that a large number of surveys would not occur due to the method employed and the intent of the Inventory, that being to have volunteers fill it out only if they wanted to share their skills/interests in volunteering. A discussion of precisely how we could use the data followed. Some of the options were to:

1. Tabulate 5 to 10 of the top skills/interests of the volunteers and compare these with the 5 to 10 top needs as presented by the volunteer sites.

2. Analyze the types of things volunteers are interested in and notice changing trends, if any.

3. Correlate interests of current volunteers with interests as expressed by pre-retirees in a previous study.

4. Analyze needs of agencies we haven't been able to serve and compare to Inventory data.

5. Review skills/interests related to gender.

6. Review previous occupations compared to interests.

It was also clear that a simple tabulation of the data had value as a first and neccessary step.

The Evaluation Committee met again on October 10, 1990. Committee members spent the meeting time tabulating the results of the Inventory. Committee members agreed to review the data individually and meet again on October 24, 1990 to decide our remaining course of action.

At the October 24th meeting, committee members commented on the data from the Inventory that they found particularly interesting. Dr. Dugan indicated that he felt substantive material regarding volunteering should be included in the evaluation. He suggested the inclusion of the components used by the St. Cloud RSVP, those being:

I. Recruitment and Enrollment

II. Assessment and Matching

III. Placement and Supervision

IV. Orientation and Training

V. Motivation, Recognition and Reward

VI. Follow-up and Evaluation

This year's evaluation relates very nicely to the Assessment component. The Skills/Interest Inventory is a valuable tool for this year's evaluation and it is expected that it will be an ongoing asset in the Assessment component. The Evaluation Committee also felt that future Evaluation Committees could look at aspects of the six components of the program to design subsequent evaluations.

Assignments of the write up of this years evaluation followed this discussion.

Dr. Bill Dugan agreed to write the introduction. Jean Januschka Ebnet would write an explanation of the methodology. Dr. Beverly Stadum agreed to do the numerical explanation and analysis of the Skills/Interest Inventory, according to various interest areas (ie. gender, occupation, interest). And finally, Silvia Romanish agreed to write the conclusions and recommendations and compile the report.

BEST COPY AVAILABLE

Quantitative Findings from Survey

Survey respondents were asked to indicate their "Occupation/Profession Prior to Retirement". Answers were then grouped as follows using a modified version of categories from the U.S. Census:

Table 1. Previous Occupational Status of 128 RSVP Volunteers

	Total	Female	Male
Professional/Technical	34	29	5
Office Workers	21	21	0
Food/ Health/ Personal Service	17	16	1
Homemakers	12	12	0
Sales	11	9	2
Mechanics and Crafts	8	4	4
Executive and Managerial	8	5	3
Maintenance/ Drivers/ Factory	5	0	5
Farming	2	1	1
No response	10	9	1
GRAND TOTAL	128	111	17

Survey respondents were asked to "Please check the interests and skills which you might consider using to volunteer." Each of the following headings included a series of activity options that can be found on the sample form in the Appendix.

Table 2 Interest and Skills Identified by 128 RSVP Senior Volunteers Available for Placement

	Total	Female	Male
Clerical Skills	201	194	7
Helping Others	146	128	18
Communications	146	126	20
Food Service	118	105	13
Entertainment	85	76	9
Arts and Crafts	64	59	5
Educational Skills	52	49	3
Research	38	34	4
Fix It Skills	16	4	12
Criminal Justice	5	3	2
GRAND TOTAL	871	778	93
Average # responses per volunteer (rounded to nearest whole)	7	7	5

Survey respondents were asked if they were " open to being called for one time/short term projects?"

Table #3 Openness to Doing Short Term Projects by 128 RSVP Volunteers

	Total	Female	Male
Yes	100	88	12
No	13	11	2
No Response	15		

Survey respondents also were asked to indicate if they had "an age group preference" regarding people they agreed to work with.

Table #4 Age Group Preferences for Volunteer Work by 128 RSVP Volunteers

	Total	Female	Male
No Preference	69	57	12
Working with Seniors	30	26	4
Working with Adults	22	21	1
Working with Youth	7	7	0

**In this study the research method did not allow for cross tabulation of the variables from one table to the next. Therefore no specific correlations can be made between them. However, it is possible to make observations about each of the tables and suggest possible relationships between findings from each table.

Observations About the Tables

Regarding Table #1 - Occupation and Gender

Job opportunities in the American labor market have traditionally been segregated by gender. That is, men and women have usually been employed in different parts of the work force. Thus it is no surprise to find in Table #1 that the work experience of the female RSVP volunteers (who dominated numerically as survey respondents) was concentrated in areas traditionally seen as work for women: Homemaking, Service, Sales, and Office Work.

While only women indicated roles as homemakers and office workers, men were not alone in checking any particular past work experience. That is, while most women in the survey had experience in roles or occupations seen traditionally as "women's work," there was breadth in women's total occupational experience for some had had work usually characterized as jobs for men.

Regarding Table #1- Occupation and Skills

Within the listing of occupations, a limited number of specific occupations dominated. A modified version of Table#1 shows this concentration of background experiences.

Table #1(a) Most Frequent Previous Occupational Status

Teaching	25
Office Work	22
Homemaking/Housekeeping	15
Sales	11
Food Service	9
Nursing	8
Other	28
No response	10

The jobs above vary, but they are similar in requiring two important kinds of skills:

1) working co-operatively with people and being sensitive to individuals' needs, and
2) being able to create and organize materials so that others can make use of them.

The majority of survey respondents are clustered in these specific work areas. Therefore, they are likely to have the skills described as 1) and 2) to offer in their volunteer work. This is suggested by people's selection of volunteer interests in Table #2.

Regarding Table #2 - Flexibility of Skills and Interests

The average survey respondent indicated interest in many more than one area, the average being 7. This suggests that respondents :

1) are interested in keeping active, as are many other older Americans. Articles in the bibliography support this idea.
2) feel confident in having a range of abilities
3) are willing to share broadly with the community.

Regarding Table #2-Skills / Interests and Gender

The flexibility of skills and interests suggested by multiple volunteer interests was slightly more true for women than for men. That is, women on average indicated 7 skills / interest areas and men noted 5.

However, there was similarity among men and women in certain of their choices. This appears in Table 2 (a) which is a modified version of Table 2. It shows what portion of the total choices in each skill or interest category were attributable to women or men; the reader can compare this to what proportion of total survey respondents were women and men.

Table 2(a) Interest and Skills Identified by Volunteers

	Total	Female =87% sample	Male =13% sample
Clerical Skills	201	97%	3%
Helping Others	146	*88%	*12%
Communications	145	*87%	*13%
Food Service	116	*91%	9%
Entertainment	85	*89%	*11%
Arts and Crafts	64	92%	8%
Educational Skills	52	94%	6%
Research	38	*89%	*11%
Fix It Skills	16	75%	25%
Criminal Justice	5	60%	40%

Women and men were almost equally likely to identify Helping Others, Communications, Food Service, Entertainment and Research as volunteer activities in which they are interested.

Regarding Table #2-Frequency of Choice in Skills /Interests

Clerical skills, including: assembly projects, bulk mailing, typing, filing, was the interest most frequently checked. This choice relates to the organizational skills that many volunteers are likely to have based on past occupational experiences. However, such volunteer work also combines activities that require minimal stress with the pleasure of working along side others as one part of a larger whole.

Helping Others, including one to one visitation, driving, and reading was the second most popular choice. This seems a direct follow through of the commitment to working with people that many of the volunteers showed earlier, particularly as teachers or in the field of nursing.

Communications, meaning work with the public, greeting or hosting was high for both women and men. This reinforces the interpretation of RSVP volunteers as confident of selves and comfortable in dealing with the public

Food Service, allocating food at pantries or serving it was chosen proportionally by as many women as men. While work with food is often seen as part of women's purview, male volunteers, too, chose to work in this area. That may be related to the volunteers' broad based sensitivity to the importance of food as a social support.

The limited interest in some categories, eg. "criminal justice", may reflect volunteers' uncertainty as to what would be contained within that area. Other possibilities, for example- "helping others" sounds more related to basic concepts of volunteerism. Criminal justice also is much less related to the past occupational experiences listed in Table 1

Regarding Table #3-Short Term Projects

The majority of respondents are open to short term projects and this is the current trend in many community's use of volunteers. Because no parallel question was asked about willingness to do long term assignments or about preference between the two, the significance of this answer is unclear.

However, if short term is the preference of many new volunteers it can be related to various factors:

1) It allows volunteers flexibility and diversity in activities; this may be a welcome change from having been "tied down" by routine in earlier work lives.
2) Short term projects accommodate the winter habit some have of leaving the area temporarily to avoid cold weather.
3) Short term projects lessen the need of transportation arrangements/costs which may be necessary for ongoing assignments.

Yet, long term projects have the advantage of offering on going relationships at the volunteer site, and may give structure and purpose to ones time. Thus, for some volunteers such work may offer special gratification and valuable support.

Regarding Table #4-Age Preferences

The majority of respondents indicated no preference with whom they worked. But among the volunteers who did have a preference - interest was with adults, particularly with seniors as peers.

This may reflect volunteers' special sensitivity to the needs of seniors, or, it may reflect the extra pleasure/comfort that many ages of people may feel in being with their own generation.

Some social critics who discuss children's social welfare needs have suggested the elderly as a resource that might be called on in many ways to provide youth with role models and nurturance. However, it may not be accurate that the majority of seniors would choose that field as a priority for how they direct their volunteer energy.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this evaluation was to analyze the Skills/Interest Inventory and draw some conclusions about the information gained by its application. It was believed at the outset of this project that using the Skills/Interest Inventory, coupled with a personal interview, would help staff in assessing RSVP Volunteers and appropriately matching them with available volunteer opportunities.

In discussing volunteer assessment and matching, it became evident that this function of the program was only one of several important components of a total process. Six components were identified, defined and briefly described--I. RECRUITMENT AND ENROLLMENT, II. ASSESSMENT AND MATCHING, III. PLACEMENT AND SUPERVISION, IV. ORIENTATION AND TRAINING, V. MOTIVATION, RECOGNITION AND REWARD, VI. FOLLOW-UP AND EVALUATION. It was decided that we would focus our attention on the Skills/Interest Inventory as it related to Component II. ASSESSMENT AND MATCHING, but recommend that the other components be kept in mind for future evaluation report topics.

The Skills/Interest Inventory was designed as a tool which would be used by the RSVP staff when enrolling new volunteers in the program. Staff also decided to send the Inventory to all existing RSVP Volunteers as part of a newsletter mailing. This would give them an opportunity to list their skill and interests with us thereby aiding us in presenting additional assignments to them. They were asked to reply only if they wanted to use their skills and interests in volunteer assignments. 128 RSVP Volunteers responded and our analysis is based on this sample.

Of the 128 respondents, 111 were females and 17 were males. Their previous occupations varied, with the highest number (34) in the professional/technical category and the lowest (2) in farming. Certain skills and interests elicited greater responses than others, with the highest being clerical (201), helping others (146), communications (145), food service (116); and the ones identified least being criminal justice (5), and fix-it-skills (16). When asked if respondents were open to recruitment for short-term projects, 100 replied yes and only 13 indicated no. It might have been interesting to ask about their willingness to accept on-going assignments, since it seems more difficult to recruit for "steady" assignments than it is for short-term projects.

The question about age group preference revealed some interesting, yet disheartening information. The greater majority of respondents indicated either have no age group preference or a preference for working with seniors or adults. Only seven expressed an interest in working with youth. Since intergenerational programming is an ACTION emphasis area, and since our community is looking toward seniors serving as mentors for youth at risk, these initiatives don't correlate positively to the age group preferences expressed by our respondents.

It was also interesting to find that a large number of respondents indicated skills and interests in the clerical area. We get a fair amount of requests from agencies for office workers and we will now be able to more readily identify volunteers who could be approached for these needs. Observations about the relationship of gender to volunteer assignments proved interesting as well. While one might think that certain types of

"work" is more appealling to one gender than the other, this did not seem to be the case with our respondents. Women and men were almost equally likely to identify helping others, communications, entertainment and research. Food service was chosen by as many men as women and of the 16 who indicated fix-it-skills, 12 were women. It would seem, therefore, that sex role stereotyping should be avoided when recruiting volunteers and no assumptions should be made about volunteers' skills and interest based on gender.

Vocational and avocational interests are important determinants in one's career choice. Similarly, the skills, interests and work experiences of senior persons are essential in determining appropriate placement in a Volunteer Station. The Skills/Interest Inventory is a useful tool and, when used in conjunction with a personal interview, provides information that is valuable in assessing RSVP Volunteers and appropriately matching them with Volunteer Station needs.

SELECTED ANOTATED REFERENCES

1. Bird, Caroline "The Jobs You Do!" Modern Maturity Vol. 31, December 1988 - January 1989.

Examined work in later life of 35,000 persons age 55 and over. Questionnaires were returned by readers who reported on second careers they were interested in pursuing. Median age of the group was 60; 59% were males and 41% were females; 58% reported more than a high school education. Fifty-three percent were employed fulltime; 40% less than 35 hours per week; and 7% only part of each year. Reasons for pursuing a second career included; money 46%, like to work 15%; keep busy 14%; like to be with people 9%; help others 4%; other reasons 12%.

2. Dychtwald, Ken and Flowers, Joe Age Wave; The Challenges and Opportunites of an Aging America, Jeremy P. Tarcher, Inc. 1989.

This comprehensive review of America's older generation dispels many myths about old age. Persons age 60 and over are active and healthy, their talents and experiences are in demand. Life expectancy of age 47 in 1900 will increase to age 76 in 1990; and the number of oldsters will increase dramatically by 2010 and 2030 by virtue of the high birthrate of babyboomers, 75 million, in the years 1950-1970.

3. Hartford, M.E. "Maximizing Your Potential in Aging" Monograph Chapter pp. 55-69, University of Southern California, Los Angeles 1978.

Elderly need to plan some kind of structure in their lives. Volunteer work with its schedule of time and place is one form. To maximize one's potential, first, realize that after age 65 many adults will have as much as 30 years creative, active living, being and becoming; almost as much time as one spent in young adulthood and middle age. Years after age 65 are a valuable resource.

4. Hunter, K.T. and Linn M.W. "Psychological Differences Between Elderly Volunteers and Non-Volunteers" International Journal of Aging and Human Development, Vol. 12: pp. 205-213, 1980-1981.

A sample of 53 persons engaged in volunteer activities and 49 non-volunteers over age 65 were studied for differences in psychosocial characteristics. Results indicated volunteers to be more satisfied with life, had a stronger will to live, and reported fewer somatic, anxious, and depressive symptoms than those who did not engage in volunteer work.

5. Newman, Sally and Others "Older Volunteers' Perceptions of the Impact of Volunteering on Their Psychological Well-Being", Journal of Applied Gerontology, Vol. 4, No. 2: pp. 123-127, December 1985.

   Older persons (N = 180) with average age 64.4 served as school volunteer aides. Two-thirds of this group experienced improvements in life-satisfaction as reported on a questionnaire; 75% felt better about themselves; and one out of three reported improvements in mental health.

6. RSVP Advisory Council Evaluation Committee, "Self-Perceptions of Retired Senior Volunteer Program Members", Annual RSVP Evaluation Report, Greater St. Cloud Area RSVP, City Hall, St. Cloud, MN. December 1989.

   An evaluation study undertaken to obtain senior volunteer workers (N = 328) perceptions of the impact of such service upon their own lives, attitudes and adjustments. Responses were strongly positive. Almost all participants were satisfied with their volunteer activity (96%); perceived an increase in their sense of self-worth (83%); increased their circle of friends (86%) and helped in meeting new persons (92%).

   Respondents ranged in age from 60 to 96 years with 45% over age 75; the majority (85%) were female; 62% were single or widowed; over half (51%) had been RSVP volunteers for over five years; three out of ten (31%) gave five to ten hours per week and one out of ten gave more than 10 hours per week to volunteer activities. Three-fourths (76%) reported themselves to be in good health.

   > "Volunteering maintains my positive self-image and self-worth....makes me feel useful and important".
   >
   > "I was very depressed, feeling sorry for myself, until I started volunteering....now I am looking forward to getting out each day and helping others".

   Findings gained from this study support the belief that volunteer activity enhances the quality of life and well-being of senior persons willing to share their time and talents with others.

7. Shenk, Dena, Some One to Lend a Helping Hand, "The Lives of Rural Older Women in Central Minnesota". Monograph, Research Report, Central Minnesota Council on Aging, Fall, 1987.

   An intensive study of the aging experience of rural women in Central Minnesota. This qualitative anthropological research examined the life experiences and social support systems of thirty women, age 64-93, through a carefully and sensitively designed interview procedure. Existing personal networks and relationships proved to hold significance over the more remote social support systems.

8. Taylor, Susan Champlin, "Talent, Tools and Time" Modern Maturity, Vol. 33, No. 2: pp. 78-84, April - May 1990.

Volunteerism is more than just people helping people. Volunteerism is defined as people reaching out with their individual talents, skills and interests to help the community meet needs, solve problems, and to assist others. Asserts that volunteers get joy out of the cause they are representing as well as the persons they may be helping.

Reference is made to a 1988 Independent Sector survey conducted by the Gallup Organization which studied volunteering and charitable giving in the United States. Findings show that 45% of the respondents volunteer their time in some capacity, averaging 4.7 hours per week; the majority of volunteers in this sample were working full-time but still found time to participate; every age bracket contributes volunteers from teenagers to senior persons age 75 and over; also 75% say they do not refuse to volunteer if they are asked. Taylor suggests that people accept volunteering assignments if they are asked and if they know what the job entails, what time they have to be there, how long it will last and what they need to know.

9. Todd, M. and Others, "Who Volunteers for Adult Developmental Research?". International Journal of Aging and Human Development, Vol. 18: pp. 177-184, 1983-1984.

Concludes that women volunteer more readily than men. Reluctance to volunteering often due to fear of strangers, uncertainty about job expectations, and concern about how they would be judged.

10. Wilder Research Foundation, A Study of Senior Residents of Minnesota, (Lucy R. Fischer, Research Scientist), St. Paul, Minnesota, 1989.

The first statewide study of Minnesota senior citizens since 1971. Minnesota's 722,000 people age 60 and over represent 17% of the state's population. Older Minnesotans are reported to be better off now than 20 years ago primarily because of the many programs and services targeted for them. About 88% of those age 60 and older are not poor; most are homeoweners; 70% rate their health excellent or very good; and a higher percentage (59%) than nationally do volunteer work.

11. University of Michigan Survey Research Center, 1988.

Follow-up of 2700 persons in Tecumseh Michigan over a ten year period to determine the impact of social relationships on health. Regular volunteer work, more than any other activity, dramatically increased life expectancy. Men who did no volunteer work were two and one-half times more likely to die during the course of the ten year study than those men who volunteered at least once each week.

APPENDIX A

VOLUNTEERS NAME_____

ADDRESS_____ PHONE #_____

OCCUPATION/PROFESSION PRIOR TO RETIREMENT_____

PLEASE INDICATE IF YOU HAVE A PREFERENCE AS TO WHERE YOU WOULD LIKE TO DO YOUR VOLUNTEERING_____

PLEASE INDICATE IF YOU HAVE AN AGE GROUP PREFERENCE SENIORS_____
ADULTS_____ YOUTH_____ NO PREFERENCE_____

PLEASE CHECK THE INTERESTS AND SKILLS WHICH YOU MIGHT CONSIDER USING TO VOLUNTEER.

CLERICAL SKILLS
_____ASSEMBLY PROJECTS
_____BOOKKEEPING
_____BULK MAILING
_____COMPUTER SKILLS
_____FILING
_____FUNDRAISING
_____RECEPTIONIST
_____TELEPHONING
_____TYPING
_____OTHER, PLEASE LIST
_____
_____

COMMUNICATIONS
_____COMMITTEE WORK
_____RELATING TO THE PUBLIC
_____GIFT SHOP
_____HOST/HOSTESS
_____GREETER
_____THEATRE USHER
_____RESOURCE VOLUNTEER/ SHARING EXPERIENCES & INFORMATION_____
_____TOUR GUIDE
_____WRITING ARTICLES
_____OTHER, PLEASE LIST
_____
_____

FIX IT SKILLS
_____CARPENTRY/WOODWORKING
_____GENERAL REPAIRS
_____PAINTER
_____REPAIR TOYS
_____WINDOW/SCREEN REPLACEMENT
_____OTHER, PLEASE LIST
_____
_____

ENTERTAINING OTHERS
_____CARDS
_____DANCING
_____DRAMA/PUPPETEER
_____GAMES
_____MAGIC
_____MUSICAL INSTRUMENT
WHAT KIND_____
_____SINGING
_____SLIDES
_____OTHER, PLEASE LIST
_____
_____

RESEARCH
_____CATALOGUING
_____HISTORICAL/ARCHIVES
_____SURVEYING
_____TELEPHONE INTERVIEWING
_____OTHER, PLEASE LIST
_____
_____

EDUCATIONAL SKILLS
_____CLASSROOM ASSISTANT
_____LIBRARY
_____SPECIAL CLASSROOM PROJECTS
_____TEACHING ARTS & CRAFTS
_____TUTORING/LITERACY
_____OTHER, PLEASE LIST
_____
_____

FOOD SERVICE
_____FOOD SHELF/COMMODITIES
_____HOME DELIVERED MEALS
_____NUTRITION INFORMATION
_____SET UP, SERVE, CLEAN UP AFTER MEALS

ARTS AND CRAFTS
_____CALLIGRAPHY
_____CERAMICS
_____DRAWING
_____KNITTING/CROCHETING
_____PHOTOGRAPHY
_____QUILTING
_____SEWING/MENDING
_____WOODWORKING
_____OTHER, PLEASE LIST

HELPING OTHERS
_____BLOOD PRESSURE TESTING
_____DRIVING LOCAL
_____DRIVING LONG DISTANCE
_____HEALTH SCREENING
_____LETTER WRITING
_____ONE TO ONE VISITATION
      _____ELDERLY IN CARE HOMES
      _____ELDERLY IN OWN HOME
      _____PHYSICALLY OR MENTALLY
            DISABLED
_____READING
_____SERVING THOSE IN NEED
_____OTHER, PLEASE LIST

CRIMINAL JUSTICE
_____ADVOCATES
_____COURT SYSTEM
_____PARALEGAL/LEGAL AID
_____YOUTH AT RISK

ARE YOU OPEN TO BEING CALLED FOR ONE TIME/SHORT TERM PROJECTS?

_____YES _____NO

OTHER COMMENTS:

APPENDIX B

RSVP

RETIRED SENIOR VOLUNTEER PROGRAM
Sharing The Experience Of A Lifetime

City Hall
400 South Second St.
St. Cloud, MN 56301
(612) 252-0343

Sponsored by the
City of St. Cloud

Dear RSVP Volunteers,

On behalf of all the RSVP staff I want to thank you for your generous spirit and all the good you do in serving your community. We are grateful for the opportunity to work with you, are renewed by your energy and enthusiasm, and very proud of your accomplishments.

As you can see from the enclosed form, we have developed something new--a skills bank inventory--and would like to give you the opportunity to place your skills in this "resource bank". This will help us in offering you experiences that best suit your needs, interests and talents; and it will give the community a chance to benefit from the various skills you have acquired in your lifetime.

Please take a moment to read through the inventory and mark the interests and skills you might consider using to volunteer. We would appreciate your getting these forms back to our office at your earlist convenience--through the mail, through a friend, through your volunteer station--whatever works out best for you.

Our mailing address is:

RSVP
CITY HALL
400 2ND ST S
ST CLOUD MN 56301

I'm looking forward to hearing from you and thank you for considering this "skills bank" opportunity.

Cordially,

Silvia

Silvia Romanish
RSVP Director

SR:ss

A United Way Agency

VOLUNTEERS NAME_____

ADDRESS_____ PHONE #_____

OCCUPATION/PROFESSION PRIOR TO RETIREMENT_____

PLEASE INDICATE IF YOU HAVE A PREFERENCE AS TO WHERE YOU WOULD LIKE TO DO YOUR VOLUNTEERING_____

PLEASE INDICATE IF YOU HAVE AN AGE GROUP PREFERENCE SENIORS_____
ADULTS_____ YOUTH_____ NO PREFERENCE_____

PLEASE CHECK THE INTERESTS AND SKILLS WHICH YOU MIGHT CONSIDER USING TO VOLUNTEER.

CLERICAL SKILLS
_____ASSEMBLY PROJECTS
_____BOOKKEEPING
_____BULK MAILING
_____COMPUTER SKILLS
_____FILING
_____FUNDRAISING
_____RECEPTIONIST
_____TELEPHONING
_____TYPING
_____OTHER, PLEASE LIST

COMMUNICATIONS
_____COMMITTEE WORK
_____RELATING TO THE PUBLIC
  _____GIFT SHOP
  _____HOST/HOSTESS
  _____GREETER
  _____THEATRE USHER
_____RESOURCE VOLUNTEER/ SHARING EXPERIENCES & INFORMATION_____
_____TOUR GUIDE
_____WRITING ARTICLES
_____OTHER, PLEASE LIST

FIX IT SKILLS
_____CARPENTRY/WOODWORKING
_____GENERAL REPAIRS
_____PAINTER
_____REPAIR TOYS
_____WINDOW/SCREEN REPLACEMENT
_____OTHER, PLEASE LIST

ENTERTAINING OTHERS
_____CARDS
_____DANCING
_____DRAMA/PUPPETEER
_____GAMES
_____MAGIC
_____MUSICAL INSTRUMENT
  WHAT KIND_____
_____SINGING
_____SLIDES
_____OTHER, PLEASE LIST

RESEARCH
_____CATALOGUING
_____HISTORICAL/ARCHIVES
_____SURVEYING
_____TELEPHONE INTERVIEWING
_____OTHER, PLEASE LIST

EDUCATIONAL SKILLS
_____CLASSROOM ASSISTANT
_____LIBRARY
_____SPECIAL CLASSROOM PROJECTS
_____TEACHING ARTS & CRAFTS
_____TUTORING/LITERACY
_____OTHER, PLEASE LIST

FOOD SERVICE
_____FOOD SHELF/COMMODITIES
_____HOME DELIVERED MEALS
_____NUTRITION INFORMATION
_____SET UP, SERVE, CLEAN UP AFTER MEALS

ARTS AND CRAFTS
_____CALLIGRAPHY
_____CERAMICS
_____DRAWING
_____KNITTING/CROCHETING
_____PHOTOGRAPHY
_____QUILTING
_____SEWING/MENDING
_____WOODWORKING
_____OTHER, PLEASE LIST

HELPING OTHERS
_____BLOOD PRESSURE TESTING
_____DRIVING LOCAL
_____DRIVING LONG DISTANCE
_____HEALTH SCREENING
_____LETTER WRITING
_____ONE TO ONE VISITATION
      _____ELDERLY IN CARE HOMES
      _____ELDERLY IN OWN HOME
      _____PHYSICALLY OR MENTALLY
           DISABLED
_____READING
_____SERVING THOSE IN NEED
_____OTHER, PLEASE LIST

CRIMINAL JUSTICE
_____ADVOCATES
_____COURT SYSTEM
_____PARALEGAL/LEGAL AID
_____YOUTH AT RISK

ARE YOU OPEN TO BEING CALLED FOR ONE TIME/SHORT TERM PROJECTS?

_____YES _____NO

OTHER COMMENTS:

APPENDIX C

RSVP

RETIRED SENIOR VOLUNTEER PROGRAM

Sharing The Experience Of A Lifetime

City Hall
400 South Second St.
St. Cloud, MN 56301
(612) 252-0343

Sponsored by the
City of St. Cloud

August, 1990

Dear RSVP Volunteers,

I'm sending you a form many of you are familiar with since I included it in the last newsletter mailing, or you may have filled it out if you recently enrolled with RSVP. The form is a skills/interest inventory and we've been using it as a means for you to acquaint us with the interests and skills you might consider using to volunteer.

A great big thanks to all of you who have returned this form to us. It's been helpful to see the variety of interests and skills you possess so we can present appropriate volunteer assignments to you and consider your needs in program development.

Our Advisory Council Evaluation Committee has also taken an interest in this inventory and we have decided to computerize the results and write a report which will serve as our annual evaluation project.

I'm sending out the form again for any of you who have not filled it out and wish to do so. Please return it to our office at your earliest convenience.

Our mailing address is:

RSVP
City Hall
400 2nd St. So.
St. Cloud, MN 56301

I'm looking forward to hearing from you and thank you for sharing your time, skills and interests with us.

Cordially,

Silvia

Silvia Romanish
RSVP Director

A United Way Agency

VOLUNTEERS NAME_____

ADDRESS_____ PHONE #_____

OCCUPATION/PROFESSION PRIOR TO RETIREMENT_____

PLEASE INDICATE IF YOU HAVE A PREFERENCE AS TO WHERE YOU WOULD LIKE TO DO YOUR VOLUNTEERING_____

PLEASE INDICATE IF YOU HAVE AN AGE GROUP PREFERENCE SENIORS_____
ADULTS_____ YOUTH_____ NO PREFERENCE_____

PLEASE CHECK THE INTERESTS AND SKILLS WHICH YOU MIGHT CONSIDER USING TO VOLUNTEER.

CLERICAL SKILLS
_____ASSEMBLY PROJECTS
_____BOOKKEEPING
_____BULK MAILING
_____COMPUTER SKILLS
_____FILING
_____FUNDRAISING
_____RECEPTIONIST
_____TELEPHONING
_____TYPING
_____OTHER, PLEASE LIST

COMMUNICATIONS
_____COMMITTEE WORK
_____RELATING TO THE PUBLIC
  _____GIFT SHOP
  _____HOST/HOSTESS
  _____GREETER
  _____THEATRE USHER
_____RESOURCE VOLUNTEER/
  SHARING EXPERIENCES &
  INFORMATION_____
_____TOUR GUIDE
_____WRITING ARTICLES
_____OTHER, PLEASE LIST

FIX IT SKILLS
_____CARPENTRY/WOODWORKING
_____GENERAL REPAIRS
_____PAINTER
_____REPAIR TOYS
_____WINDOW/SCREEN REPLACEMENT
_____OTHER, PLEASE LIST

ENTERTAINING OTHERS
_____CARDS
_____DANCING
_____DRAMA/PUPPETEER
_____GAMES
_____MAGIC
_____MUSICAL INSTRUMENT
  WHAT KIND_____
_____SINGING
_____SLIDES
_____OTHER, PLEASE LIST

RESEARCH
_____CATALOGUING
_____HISTORICAL/ARCHIVES
_____SURVEYING
_____TELEPHONE INTERVIEWING
_____OTHER, PLEASE LIST

EDUCATIONAL SKILLS
_____CLASSROOM ASSISTANT
_____LIBRARY
_____SPECIAL CLASSROOM PROJECTS
_____TEACHING ARTS & CRAFTS
_____TUTORING/LITERACY
_____OTHER, PLEASE LIST

FOOD SERVICE
_____FOOD SHELF/COMMODITIES
_____HOME DELIVERED MEALS
_____NUTRITION INFORMATION
_____SET UP, SERVE, CLEAN UP
  AFTER MEALS

ARTS AND CRAFTS
_____CALLIGRAPHY
_____CERAMICS
_____DRAWING
_____KNITTING/CROCHETING
_____PHOTOGRAPHY
_____QUILTING
_____SEWING/MENDING
_____WOODWORKING
_____OTHER, PLEASE LIST

HELPING OTHERS
_____BLOOD PRESSURE TESTING
_____DRIVING LOCAL
_____DRIVING LONG DISTANCE
_____HEALTH SCREENING
_____LETTER WRITING
_____ONE TO ONE VISITATION
      _____ELDERLY IN CARE HOMES
      _____ELDERLY IN OWN HOME
      _____PHYSICALLY OR MENTALLY
           DISABLED
_____READING
_____SERVING THOSE IN NEED
_____OTHER, PLEASE LIST

CRIMINAL JUSTICE
_____ADVOCATES
_____COURT SYSTEM
_____PARALEGAL/LEGAL AID
_____YOUTH AT RISK

ARE YOU OPEN TO BEING CALLED FOR ONE TIME/SHORT TERM PROJECTS?

_____YES _____NO

OTHER COMMENTS: